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ABSTRACT

A survey of the state directors of vocational education was conducted to determine the current state of entrepreneurship education through vocational education in the United States. A total of 39 states and territories responded to the questionnaire about their involvement in entrepreneurship. Findings were as follows: entrepreneurship was part of the state plan for vocational education in 19 states; 22 states included entrepreneurship in their tech prep programs that provided for articulation between secondary and postsecondary programs; 28 states said entrepreneurship was going to be even more important as part of the school-to-work program in their state; 9 states indicated entrepreneurship was not part of the thinking of the state education department at the time; items needed by the states were information, curriculum, and teacher training; and marketing and business education were most frequently mentioned as the programs that infused entrepreneurship. Those states that saw entrepreneurship as an important part of their school-to-work program most often mentioned school-based enterprises as their major concept. States mentioned these recent entrepreneurship activities: development of standards for entrepreneurship; a state conference; curriculum design, development, or revision; partnerships with businesses; workshops; and teacher training. (A table summarizes state involvement in entrepreneurship.) (YLB)

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ED 422 497

SUMMARY OF THE STATUS OF

ENTREPRENEURSHIP EDUCATION

AUGUST, 1995

By

International Consortium for Entrepreneurship Education

International Enterprise Academy
Center on Education and Training for Employment
The Ohio State University

U.S. DEPARTMENT OF EDUCATION
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ENTREPRENEURSHIP EDUCATION

SURVEY OF STATE VOCATIONAL EDUCATION LEADERS

AUGUST 1995

The International Consortium for Entrepreneurship Education at the Ohio State University conducted a survey of the state directors of vocational education to determine the current state of entrepreneurship education through vocational education in America. For the past 15 years the Consortium has advocated the development of entrepreneurship learning experiences in all types of vocational programs for high school, community college and adult students. We have continued the initiative started by the U.S.Department of Education in the early 1980s with the commitment and support of our member states.

Our philosophy is that all students should learn that becoming an entrepreneur is a career choice and that vocational education provides the technology and experience that is a special advantage for those who choose to start a business. Our focus has been the establishment of entrepreneurship programs plus the infusion of entrepreneurship in other programs to maximize the exposure students will have to entrepreneurial concepts.

At a national level we know that entrepreneurship competitions have been added to many of the vocational student organizations' activities (ie. DECA, FBLA, BPA, FHA, FFA etc) which will impact the curriculum for many vocational teachers. However there has been little information available about the specific support each state gives to entrepreneurship education as part of the vocational system.

A total of 39 states and territories responded to the questionnaire about their involvement in entrepreneurship. In one way or another 30 of the 39 states/territories report that entrepreneurship is part of their state vocational activities. Of all the states 36 have been or still are members of the entrepreneurship education consortium. On the attached state-by-state list we indicate with a star those that have been a member and with two stars those that are currently members. We believe the data in this report shows that the Consortium membership has had an impact on the attitudes of state vocational education programs during the last 15 years. (See attached state/territory list)

MAJOR RESULTS

This survey provides a look at the perceptions of each state about entrepreneurship in a very general way, and will lead to further analysis of the potential for the future role of the International Consortium for Entrepreneurship Education.

The most significant findings of this survey are as follows:

* 19 of 39 states (49%) said that entrepreneurship was part of their state plan for vocational education and others said that, although not specified, entrepreneurship is appropriate to be taught.

* Even more states (22) said that they include entrepreneurship in their tech prep programs that provide for articulation between secondary and post-secondary programs.

* The largest number of states (28) said that entrepreneurship was going to be even more important as part of the school-to-work program in their state.

* Only 9 states gave a reply that indicated that entrepreneurship was not part of the thinking of the state education department at this time. Only two of these nine states have ever been a member of the Entrepreneurship Consortium.

* The most common responses to items needed by the states was information, curriculum, and teacher training.

* Marketing and Business Education were the two most frequently mentioned as the programs that had infused entrepreneurship.

* Trades and Industries (T & I) was not included in the programs that have infused entrepreneurship in vocational education.

In Ohio where there has been an entrepreneurship class option for several years they note a marked increase in interest in the program as follows:

YEAR	Number of Teachers	Number of Students
1990-91	48	1498
1992-93	139	3692
1993-94	183	4484

In Utah a committee of state leaders met regularly for over a year before deciding how their teachers should proceed with entrepreneurship. In this state there is a vocational staff person who deals exclusively with economics and entrepreneurship.

Marketing education is most frequently mentioned as the delivery system for entrepreneurship in the states. This is also frequently tied to the concept of school-based enterprise. Although the national legislation does not specifically mention entrepreneurship it is quite often understood that the legislative concept "all aspects of the industry" does focus on the entrepreneurship competencies.

SCHOOL-TO-WORK INITIATIVES

The School-To-Work Act provides funding to states and local schools to develop innovative community-based programs to assist students in transition from their educational experiences to employment. It is still in its beginning stages with only 8 states currently funded for state implementation grants starting in 1994. In our survey, those states that see entrepreneurship as an important part of their school-to-work program most often mentioned

school-based enterprises as their major concept. Many are still in the process of developing their plans. Those states that have mentioned entrepreneurship in their state plans assume it will automatically be part of School To Work programs.

Arizona mentioned that the lifelong concepts of entrepreneurship are recognized as important to transition and methodology for STW. Illinois also suggests lifelong learning as a reality in the workplace and depends on the Illinois Institute for Entrepreneurship Education as a partner in the implementation grant.

In California entrepreneurship is a part of the career path framework and may be selected as one of several options for the work-based learning component of the School-to-Work Act.

In Idaho the Collaborative Team is planning to include entrepreneurship as either part of the Small Business Development Center incubators or as school-based enterprises. In Kentucky school-based enterprises may be school banks, mini-supermarkets, mini-variety stores, mobile restaurant units, mini-pharmacies, postal services, boutiques, and veterinary services, and others are being explored.

Iowa's major focus in their proposal is to fund an institute for entrepreneurship which will provide staff development for educators. Michigan's focus for entrepreneurship is on rural programs.

Louisiana is proposing entrepreneurship as work-based learning, especially in rural areas where jobs may not be available. New Mexico sees entrepreneurship as part of their school-based enterprises and rural strategies. Maine and Oklahoma are also using entrepreneurship in work-based learning for occupational preparation.

Massachusetts includes entrepreneurship in their action plan as it relates to "all aspects of the industry", the words from the federal vocational education act. North Carolina and Montana say entrepreneurship will be part of their school-based instruction and work-based instruction will be allowed.

Nebraska listed entrepreneurship as one of the existing educational opportunities that could be used as a foundation for school-to-work at the local level. And it is their intent to include language regarding entrepreneurship education in their application for an implementation grant.

New York says entrepreneurship is indirectly included, as entrepreneurship education is included in the plan as one of a series of school-based/work-based strategies.

Oregon was one of the first states to receive national STW funding. Entrepreneurship is addressed in their plan through school-based and community-based enterprises as integral parts of the curriculum.

Tennessee reports that entrepreneurship may possibly be one of the clusters focusing

on marketing. Utah says entrepreneurship is identified as a state ATE program in the plan and proposal. Virginia says it is one of the major pathways in the STW project.

Washington reports that entrepreneurship, along with tech prep, cooperative education, apprenticeship, vocational education and others are included as an effective delivery strategy within the state's school-to-work transition system. Local school districts select which of these methodologies are most appropriate for their students and community based on a wide range of factors including extent of program offerings, proximity to postsecondary education, and local employment opportunities.

In Wisconsin entrepreneurship is an important part of the continuum of work-based education that is fundamental to their STW programs. There are numerous sites in the state where entrepreneurial programs are featured in STW systems. However, to be eligible for School-To-Work Opportunities Act funds, at least some of the work-based education must be set to state or national skills standards, with entrepreneurial-type programs set up in a foundational or complementary role.

TECH PREP

Vocational education has advocated development of specialized programs of education for students using two years at the high school and two years in technical colleges. This tech prep program approach allows a student to have a specialized curriculum in their area of vocational interest that will give them an employment advantage upon graduation. The Entrepreneurship Consortium has advocated that entrepreneurship be a course in every tech prep continuum, because students may choose to use their technology to create a business rather than working for someone else. This is especially appropriate where jobs are scarce.

Fifty-six percent (56%) of the states responding to our survey said that entrepreneurship was part of their tech prep program. Specific comments related to the question "how" were as follows:

Arkansas: Through the Program of Studies Option

Arizona: There are 14 consortiums for Tech-Prep currently operational, and they are taking responsibility for school-to-work transitions, including entrepreneurship.

California: Entrepreneurship is encouraged as part of the tech prep career path sequence.

D.C.: Entrepreneurship is part of the Tech-prep Program at the Bell Multi-cultural High School. The school has clothing design, building construction, marketing, a school restaurant, and a gift shop.

Hawaii: Entrepreneurship is part of our tech prep "Travel and Tourism" and "Marketing" programs.

Iowa: Entrepreneurship is a component but is not a major focus. Tech prep meetings have included presentations and materials on entrepreneurship.

Idaho: The focus of Tech Prep in Idaho has been on restructuring high school and connecting with postsecondary technical colleges. Entrepreneurship is most often a part of vocational programs connected with Tech Prep.

Illinois: Our Tech Prep Projects are encouraged to infuse entrepreneurship as a workplace knowledge. It also provides a theme for integration activities with academic education.

Kentucky: Tech prep in Kentucky has emphasis on providing training experiences that will result in attaining career goals. Schools are involved with banks and corporate entities which provide experiential activities as well as instruction in the operation and management of these businesses. In addition there are schools developing their own career option programs. One is a hospitality/tourism program in an area of the state that once depended on the coal industry as its economic resource. This program encompasses "all aspects of the (hospitality/tourism) industry" - from food service to public relations.

Massachusetts: In addition to the "all aspects of the industry" approach for secondary students, postsecondary students are encouraged to take entrepreneurship courses.

Michigan: They have developed model marketing education tech prep programs that include an entrepreneurship component.

Montana: We do not have entrepreneurship classes, as such, but do address it in marketing, business, trades and industry, and ag ed.

North Carolina: Through the Business and Marketing Tech Prep Pathway.

North Dakota: Through curriculum models especially the business cluster.

Nebraska: Entrepreneurship is not a specific focus, but is part of the marketing model produced by the MarkED Resource Center. The Consortium position paper has been shared with community college tech prep coordinators across the state and our state tech prep coordinator feels entrepreneurship education "is a perfect fit" with tech prep.

New Hampshire: While not mentioned specifically, entrepreneurship is an allowable use of funds.

New Mexico: Entrepreneurship is included in the business education/marketing/agriculture drawing boards.

New York: Some individual consortiums have included entrepreneurship education components in their four-year programs.

Oregon: Entrepreneurship is a part of tech-prep but not a separate focus. It is specifically

addressed in marketing articulation agreements between high schools and community colleges.

Pennsylvania: Only where business, industry and labor identified entrepreneurship activities in a program of study have they been incorporated.

Tennessee: Entrepreneurship is part of the articulation plan from secondary to postsecondary in each consortium.

Utah: Entrepreneurship is listed in many ATE Career Paths developed by state specialists and the tech-prep coordinator. Tech prep coordinators have been updated on the Utah entrepreneurship course including the new competencies and use of PACE (developed by the Entrepreneurship Consortium).

Virginia: Tech Prep in Virginia is built around five cluster areas: Engineering and Industrial Technologies; Health, Human, and Public Services; Business and Marketing; Agriculture, Environment, and Natural Resources; and Communications, Arts, and Media. Entrepreneurship is only part of the Business and Marketing Cluster.

Washington: Entrepreneurship is included as an area of study within the Tech Prep Marketing programs. Other Tech Prep programs may, at their discretion, include information on entrepreneurship.

Wisconsin: Curriculum maps have been developed between most Wisconsin high schools and technical colleges that outline the 2 + 2 coherent sequence of grade 9 - 14 courses in Business and Marketing cluster which included entrepreneurship. There are also significant numbers of articulated courses between the secondary and postsecondary levels that teach entrepreneurship concepts.

SIGNIFICANT ACTIVITIES

Question Four asked about recent entrepreneurship activities in each state. Some of the responses include the following:

Arkansas: Sponsorship of the business games statewide, development of standards for entrepreneurship, state conference on entrepreneurship, and recommendations to governor on entrepreneurship.

Arizona: Curriculum Design Team meetings representing business/industry, teachers, Arizona State University, and state department personnel have resulted in updated technology and programs. Teacher special interest group, DECA winners, regional action teams, pilot test of PACE materials, speakers at state conferences, sharing entrepreneurship newsletters.

California: Revising the entrepreneurship curriculum guides this summer; provided grants to local districts to implement "An Income of Her Own" programs.

District of Columbia: Marketing programs in partnership with the National Foundation for

Teaching Entrepreneurship (NFTE); Young Entrepreneur Seminars with universities.

Hawaii: "Given the high rate of small business failures in Hawaii and the state's economic climate, entrepreneurship has not received much attention in Hawaii."

Idaho: Series of small business management classes taught at 6 technical institutions with the Small Business Development Centers; one region provides entrepreneurship training in Spanish.

Illinois: Works cooperatively with the Illinois Institute for Entrepreneurship Education to provide teacher training, considering developing apprenticeship models for incubators.

Iowa: Information about the new PACE materials was provided at conferences, in newsletters, through inservice for state staff members, mailings to tech prep coordinators, area education agency contact personnel, Perkins fiscal agents, and all vocational instructors. A request to establish an Institute for Entrepreneurship Education was approved by the State Board of Education and sent to the state legislature. A summer camp for young women to explore entrepreneurship education will be conducted in several locations.

Kansas: statewide conference in November, 1994 for educators. See attached state plan mission statement as a sample for others.

Kentucky: Partnerships with large and small businesses, especially those whose headquarters is in state, to provide training arenas and career options; worked with Wal-Mart and Habitat for Humanity in developing small business initiatives.

Louisiana: Business Ed Courses and Marketing Specialty course; staff development activities for business ed teachers, schools that have initiated in-school entrepreneurship projects.

Maine: Inventions unit added to some elementary schools curriculum; middle school project also.

Michigan: Detroit has initiated a system-wide initiative and training is being provided by the consortium representative. Yearly workshops are provided for marketing, business, and adult education teachers statewide. A new Entrepreneurship Education Handbook is being prepared, and a statewide survey to determine the growth of entrepreneurship has been sent to 1902 schools in the state.

Missouri: Co-sponsored Tots To Teens conference (national scope)

North Carolina: Workshops, curriculum support.

North Dakota: teacher education summer sessions, curriculum development, implementation in high schools.

Nebraska: quarterly newsletter, workshop sessions at state conference, involvement in

Workplace Economic curriculum.

New Hampshire: Major sponsor of Young Entrepreneur Seminar with 350 high school and college students.

New Mexico: Partnership between SBDCs and middle/high school entrepreneurship programs, teacher training, mentor programs.

New York: Conducted 3-day inservice workshops for teachers 1986-90, state syllabus in Business Ownership and Management in 1991, technical assistance forum on innovative entrepreneurship training programs for youth in 1992, piloted a Career Exploration Program that included entrepreneurship in 1993-94, and included entrepreneurship in the state curriculum framework as part of the learning standards and key concepts/competencies.

Ohio: Has funded semester and year-long entrepreneurship classes since 1987-88 with growing success. They have developed an OCAP(Ohio Competency Analysis Profile) for entrepreneurship to define the competencies for their entrepreneurship courses. This was developed with the help of small business owners and was endorsed by the Ohio office of the National Federation of Independent Businesses. Ohio also includes entrepreneurship in their Employability Skills classes which are required for every vocational student in the state and are assessed by statewide vocational assessment.

Oklahoma: Provides one-week entrepreneurship teacher inservice workshop each summer for all vocational disciplines.

Oregon: All teachers received the MAVCCE entrepreneurship guide.

Utah: New competencies identified for the entrepreneurship course and statewide implementation of PACE for 1995-96. Teachers were trained in April, 1995 to use the new PACE and will do regional training workshops throughout the state in 1995-96.

Virginia: In vocational restructuring entrepreneurship competencies identified in Technology Education, Work and Family Studies, and Business; Agriculture and Marketing also have entrepreneurship components.

Washington: Uses components of REAL, DECA, Junior Achievement, Business Week sponsored by the Association of Washington Business, and Economics America; provide inservice for teachers.

Wisconsin: 16 technical colleges worked together to redefine mission statement in small business programming, held statewide meetings for instructors and administrative staff, and consolidated programming for better tracking.

SUMMARY

This survey provides preliminary evidence on a national basis of the interest vocational educators have in entrepreneurship education for their students as a career option. They are particularly positive about using entrepreneurship in the school-to-work programs which are the most recent legislation impacting on vocational programs in all states. States that are members of the consortium or have been a member at one time seem more involved in entrepreneurship than those that have not joined. As a result we continue to feel that the Consortium has had an impact on these perceptions and can provide valuable services to member states.

SUMMARY OF STATE INVOLVEMENT IN ENTREPRENEURSHIP

STATE	STATE PLAN	SCHOOL TO WORK	TECH PREP	NEEDS FROM CONSORTIUM
AK *	(No Response)			
AL	No	No	No	NA
AR *	Yes	Yes	Yes	Unknown
AZ *	Yes	Yes	Yes	All states join
CA **	Yes	Yes	Yes	PACE Info
CO *	(No Response)			
CT	No	No	No	NA
DC	Yes	Yes	Yes	Workshops
DE *	(No Response)			
FL	(No Response)			
Guam	No	No	None	Information
GA *	No	No	No	NA
HI **	No	Probably	Yes	Information
IA **	Yes	Yes	Yes	Data to support need
ID *	No	Yes	No	Information & Curriculum
IL **	Yes	Yes	Yes	Curriculum, Advocacy & Networks
IN	(No Response)			
KS **	Yes	Yes	No	
KY *	Yes	Yes	Yes	Technical Asst.

LA **	No	Yes	No	
MA *	Yes	Yes	Yes	Middle-school curr. models
ME *	Yes	Yes	Not yet	Technical asst. Model programs
MD *	(No Response)			
MI ** advocacy	Yes	Yes	Yes	National legislation
MO **	Yes	Yes	No	Contributions of Voc-Ed/VSOs
MN *	(No Response)			
MS	No	No	No	
MT	Yes	Yes	No	Advocacy in Voc Ed
NC **	Yes	Yes	Yes	
ND	No	Yes	Yes	
NE **	Yes	Yes	Yes	Model Programs Perkins Lobbying
NH	Yes	Yes	Yes	Mktg teachers OK
NJ	(No Response)			
NM **	Yes	Yes	Yes	Curriculum & Networking
NV	(No Response)			
NY **	No	Yes	Yes	Tech Assistance
OH *	Yes	Unknown	No	Local needs only
OK **	No	Yes	No	Teacher Training
OR *	Yes	Yes	Yes	Materials Skill Standards at National Level

PA	No	No	No	
PR *	(No Response)			
RI *	No	No	No	Technical Asst.
SC *	(No Response)			
SD **	(No Response)			
TN **	No	Yes	Yes	
TX	(No Response)			
UT **	No	Yes	Yes	Advocacy, networks, research and data
VA *	No	Yes	Yes	Youth success stories
VI	(No Response)			
VT	No	No	No	Curriculum & Integration Strategies
WA *	No	Yes	Yes	Brochures
WI *	No	Yes	Yes	Adult curriculum E-Mail/newsletter
WV *	(No Response)			
WY	No	No	No	
Total "Yes" Responses	19	28	22	
Total "No" Responses	20	9	16	
Total "Not Sure"	0	2	1	
Total Surveys Returned	39	39	39	
Total Not Responding	15	15	15	

* States that have ever been a member of the Entrepreneurship Consortium
** States that are currently members of the Entrepreneurship Consortium